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ENG 1092G-098: College Composition II Honors

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Eng 1092: Argument and Critical Inquiry

spring 2019 / Section 098 / 3.00 Credits

Dr. Chris Wixson

syllabus



course philosophy

Building upon the work of English 1091, this course offers opportunities to gain further practice at analyzing others' arguments, gathering and synthesizing information from varied sources, and effectively presenting your own arguments. In short, English 1092 provides you further experience in the process of critical inquiry and a chance to strengthen skills of reading, writing, and research in preparation to meet the challenges of future academic and professional tasks.

Learning Objectives

Students will demonstrate the ability to:

1. Apply the principles of argument—claims, reasons, evidence, assumptions, counter-arguments—in written and oral formats.
2. Produce cogent written and oral arguments in edited American English that consider ideas, issues, problems, and evidence from multiple perspectives.
3. Evaluate primary and secondary source evidence, including quantitative data, to determine its credibility, appropriateness, and relevance.
4. Integrate sources ethically, appropriately, and consistently in written documents.
5. Use data and create graphical elements in their writing.
6. Recognize how to transfer their writing processes, understanding of rhetorical principles, genre awareness, understanding of argumentative principles, and the research process to other rhetorical situations.

course texts

Writing Arguments, Ramage/Bean/Johnson

The Little D/K Handbook Writer/Designer, Arola/Sheppard/Ball

Selected *Talk of the Town* pieces, *TED* talks, and essays by Nathan Heller, Benjamin Bratton, and Frank Romanelli/Jeff Cain/Patrick McNamara

contact information

Dr. Chris Wixson

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Coleman Hall 3771/DFAC 1351

Office Hours: TR 8:30-10:30 AM / W 12-1 / by appointment

Assignments

*TOTC piece, Civic Proposal, Extended Inquiry Project, Self-Assessment and Reflection

*Active, Engaged Participation in Class Activities



final grades

Your final grade in the course will be determined by your performance on the following assignments:

TOTC Essay	15%
Civic Proposal and Cover Letter (5-6 pages)	20%
Extended Inquiry Summary and Genre Analysis (5-6 pages)	10%
Extended Inquiry Source Analysis (3-4 pages)	5%
Extended Inquiry Research Synthesis (3-4 pages)	5%
Extended Inquiry Argument Paper (7-8 pages)	25%
Initial Self Assessment Narrative (3-4 pages) /	
Final Reflective Essay (4 pages)	10%
Short Writings / Class Participation / Peer Critique / TED Talk	10%

****You must complete all written assignments and exams to complete the course. Failure to complete any one of the components represents incomplete work for the semester and anyone with incomplete work will not receive a passing grade for the course.**

attendance

Mandatory. I expect you to be in class, awake and prepared, every Tuesday and Thursday morning. In other words, arrive on time with your reading/writing assignment completed, prepared to participate in the day's tasks. Because so much in this course relies upon in-class work, absences and habitual lateness will adversely affect your course performance. Attendance will be taken at each class session – you are allowed **two** unexcused absences before your

grade is negatively affected. After three, each unexcused absence will lower your participation grade by a third of a letter. **More than six unexcused absences will result in a "O" for participation. More than ten unexcused absences will result in a grade of no credit for the course. Habitual lateness (beyond once) will also affect your grade negatively since it is disruptive and disrespectful.** Please notify me by email if there is unexpected illness or an emergency that causes you to miss class. Do **not** get in touch asking "for the assignment" or a "rundown of what you missed." My responsibilities as an instructor lie with the students who do come to class. **Excused absences are accompanied by appropriate legal or medical documentation.** Any unexcused absence will seriously undermine your success in this course.

class participation

Mandatory. To maximize your individual and our collective productivity in class, it is essential that you show up to class with reading and writing activities done and **ready to work** on assignments in progress. Class activities will include a mixture of informal lecture, discussion, short writing, and process tasks.

late papers

These are no fun for me to keep track of and only put you further behind. For each day beyond the scheduled due date, late papers will be penalized a third of a letter grade. **After a week, I will no longer accept the paper, and it becomes a "O."** Again, if you become ill or the victim of emergency circumstances, please email me as soon as possible and stay in touch.

cell phone and computer use

You may bring your computer to class with you, assuming that you use it in a scholarly and responsible fashion. This means that you will only have applications and windows related to the current discussion open. **You may not check** email or Facebook, surf the web, send texts or Tweets, play games, or otherwise distract yourself and those around you from the class conversation with your computer or cell phone. Phones should be **turned off when you come in to class.** If you have an emergency for which you must be available, you must discuss it with me beforehand and keep your phone on vibrate. **Under no conditions are you allowed to** text message, take pictures or video (illegal in class), play games, or use the cell phone in any other manner during class. Violating any of these policies will result in your participation grade being lowered by a full letter grade for each violation.

academic integrity

Any paper with your name on it signifies that you are the author—that the wording and major ideas are yours, with exceptions indicated by either quotation marks and/or citations. Plagiarism is the unacknowledged use (appropriation and/or imitation) of others' materials (words and ideas). We will discuss how to avoid it. Evidence of plagiarism will result in one or more of the following: a failing grade for the assignment, an F in the course, and a report filed with the Student Standards Office.

student success center

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. To make an appointment for an individual consultation, call 217-581-6696, or go to 9th Street Hall, Room 1302.

special needs and situations

If you wish to receive academic accommodations, please contact the Office of Disability Services (581-6583) to obtain documentation as soon as possible.

and finally....

This semester, we are lucky to have Graduate Assistant **Connor York** as part of our course community. In addition to providing guidance in and insight to our classwork together, Connor brings to us expertise in writing and works as a Consultant at the Writing Center in Coleman Hall 3110. Her presence will be an *invaluable* resource to all of us. If you are unfamiliar with what the Writing Center provides, stay tuned for details.

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course calendar

**Because this schedule can and probably will change, it is imperative that you bring it to each class meeting so as to make the appropriate revisions.

WA: Writing Arguments

DK: The Little DK Handbook

January 8 Course Introduction / "The Pull"
 10 **Writing Self-Analysis Due (D2L)** / Argumentative Writing Review
 Unit One Workshop / "Casting Call"

**UNIT ONE: TALK OF THE CAMPUS

15 "Transformer" / "Head Count" / "The Toiler" / Research Methods review
17 "A Timely Mystery" / "The Flag Man" / Newsroom

22 Research Completed / Structure Workshop / Three Paragraphs Due
24 **First Draft of Talk of the Campus Due** / Peer Critique/
 Bring Hard Copy to Class / WA: pp. 52-54

29 Revision Workshop
31 **Final Draft of Talk of the Campus Due** / Reflection / Unit Two Workshop

**UNIT TWO: CIVIC PROPOSAL WA: pp. 309-313

February 5 TBA
 7 TBA

12 Citation Review / Workshop (MLA) and Works Cited pages / DK: pp. 154-194
14 **First Draft of Civic Proposal Due** / Peer Critique

19 Revision Workshop
21 **Final Draft of Civic Proposal Due** / Reflection / Unit 3 Workshop

**UNIT THREE: EXTENDED INQUIRY

26 TED talks by Christopher Bell and Sherry Turkle
 Heller's "Listen and Learn" / Bratton's "We Need to Talk About TED" Bratton (D2L)

28 TED Talks by Benjamin Zander and Clay Shirky

March 5 **Summary Due**
 7 **Genre Analysis Due** / Reflection / Workshop

HAPPY SPRING BREAK!!!!

19 Research Workshop
21 **Source Checklist Due** (by Friday 11:59 PM on D2L)

26 Synthesis Workshop
28 **Argumentative Synthesis Due** / Reflection / Workshop

April 2 NO CLASS — ENGLISH STUDIES CONFERENCE
 4 **First Draft of Argument Due** (Peer Critique) / Bring 1 Hard Copy to Class

9 Revision Workshop
11 **Argument Final Draft Due** (D2L) / Reflection and TED Talk Workshop

16 *TED* Presentations
 WA: pp. 175-206 Visual Argument / DK: p. 102
18 *TED* Presentations

23 *TED* Presentations
25 Final Preparation / Evaluation

**Final exam date: Tuesday, April 30th, 2:45-4:45